



Investigating the Difficulties Facing Students of Postgraduate Diploma at University of Khartoum in Translating Prepositions from Arabic into English

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Abstract

This study aims at investigating the difficulties facing the postgraduate diploma students in translation at University of Khartoum in translating the prepositions from Arabic Language into English Language. To achieve the goal of this study the researchers used descriptive analytical method and employed a diagnostic test as a tool for data collection.

The study assumed that the students are not aware of English Language preposition equivalent in Arabic Language and the first language (mother tongue) affects the students significantly and that the students makes errors in most of the prepositions. In the light of the results of this study, the researchers come up with a number of recommendations such as Teachers should make some concentrated classes to teach prepositions in both Languages before they begin teaching translations methods. Students should exert more effort to study English language in general and the preposition of both languages specifically. Students should practice translation more, so they reduce the number of errors.

المستخلص :

هدفت الدراسة إلى تقصي الصعوبات التي يواجهها طلاب الدبلوم العالي في الترجمة بجامعة الخرطوم في ترجمة حروف الجر من اللغة العربية إلى اللغة الإنجليزية وذلك بعد أن لاحظ الباحث وجود صعوبة في ترجمة الحروف والتي تتسبب عادة بانحراف في المعنى. وتناول الباحث حروف الجر في اللغتين العربية والإنجليزية بشيء من التفصيل، كما افترض الباحث عدم معرفة الطلاب المعرفة التامة بحروف الجر الإنجليزية وما يقابلها في اللغة العربية وافترض تأثير اللغة الأولى (الأم) على الطلاب بشكل واضح، إضافةً لافتراضه حدوث الأخطاء في أغلب حروف الجر، وسلط الباحث الضوء على ثمانية أحرف فقط من حروف الجر. أوصت الدراسة بعدد من التوصيات. في ضوء نتائج هذه الدراسة، توصلت الدراسة إلى عدد من التوصيات مثل أن يقوم المدرسون بعمل بعض الفصول المركزة لتعليم حروف الجر في اللغتين قبل أن يبدأوا في تدريس طرق الترجمة. و يجب على الطلاب بذل المزيد من الجهد لدراسة اللغة الإنجليزية بشكل عام وحروف الجر لكلا اللغتين على وجه التحديد. كما يجب على الطلاب ممارسة الترجمة حتى يتمكنوا من تقليل عدد الأخطاء.

1.0 Introduction

Prepositions are short words that usually used before nouns, pronouns and sometimes in front of gerund verbs. Even advanced learners of English language find prepositions difficult as in translation. One preposition in the native language might have several translations depending on the situation and the contexts where it's placed. Prepositions in Arabic Language can be defined as the words that connect names to

names and also connect names to verbs. Ibn Malik compiled them in 20 words.

Sanhori, S and Badawi, A (2019) claimed that Arabic and English languages are entirely two distinct in their linguistic systems. Both languages have common differences, such as in phonology, morphology, syntax and semantics.



Candlin (1988) cited in SB Sanhori and etal (2019) described the study of vocabulary in its social context by being the heart of the learning process.

Statement of the Problem:

Based on the researcher experience in translation, the researcher observed that some students are unable to translate the prepositions in a correct way, which sometimes does not convey the same meaning while other times it conveys the meaning but grammatically or stylistically are not correct .

1.2 Objectives of the Study:

This study aims to:

1. Investigate the grammatical lack among English Language learners.
2. Examine the effect of the first language on the learners.
3. Investigate students' inability to translate prepositions in a correct way.
4. Enhance the usage of prepositions in English Language among learners.

1.2 Significance of the Study

The significance of the study comes from the importance of knowing and finding the most proper preposition in the target language. This research sets its importance from seeking the reasons behind the disability to master the English Language. Therefore, the research is set up in order to aware learners with prepositions equivalent, as well as to find out the problems that face learners, and what the techniques used to solve these problems. Finally, to set a number of techniques used to help them mastering English as foreign language.

1.3 Questions of the Study:

The study will attempt to provide answers to the following questions:

1. How far are the students aware of English language prepositions and their equivalent meanings in Arabic Language?

2. How frequent do these errors occurs in their translated texts?

3. To what extent the native language affects the students?

1.5 Hypotheses of the Study:

1. Students are not aware of English prepositions equivalent in Arabic.
2. Students make errors in translating most of the prepositions into Arabic.
3. The mother tongue affects the students' translation significantly.

1.6 Methodology of the Study:

To achieve the goal of this study the researchers use descriptive analytical method, in investigating the difficulties facing the students of Higher Diploma Degree at University of Khartoum in translating prepositions from Arabic into English. The researchers employ test as a tool for data collection.

1.7 Limitation of the Study:

The study will be limited to the following: The researcher will cover the Higher Diploma students in translation at Faculty of Arts - University of Khartoum. The researcher will hand out around 30 tests for data. The period is the academic year 2018 – 2019.

2.0 Literature Review and Previous Studies

This part displays the differences between Arabic and English Language Prepositions, and compares between the prepositional systems of both languages. Moreover, it displays some of the most related and current previous studies.

2.1 Contrastive Analysis between Arabic Language and English Language Prepositions:

As stated in Hana's Blog (2017) a single Arabic preposition can have multiple meanings, depending on the context, and can, therefore, be translated into different English prepositions,

up to three different prepositions, in some cases. Interestingly, the same can be also true for some English prepositions, some of the simple prepositions that exist in both languages (Arabic and English, in this case) such as 'in' can be simply considered equivalent and used in the same in both languages.

2.2 Differences between English and Arabic prepositions (fii...in), (ala...on)

As stated in Amna A. and Imran H. (2004) English language researchers are well aware that English prepositional usage is difficult, Arab learners are also expected to find similar difficulties in the use of English prepositions because although Arabic and English prepositions have some characteristics in common, they differ in both number and usage. There are only twenty Arabic prepositions the most important and commonly used are six prepositions, (min, ila, ala, ba, la, fi), (Abbas hasan, 1961:pp320) while in English there are one hundred fifty prepositions (Josef essberger, 2000). Neither Arabic nor English prepositions can stand by themselves: they get their meanings through their usage in contexts

Number of prepositions in English Language is more than Arabic Language, as mentioned above; but, at the same time, each preposition may have to serve variety of purposes. The same preposition may express time or place and be followed by a noun, a verb, an adverb or an adjective; also it may be used idiomatically.

The main problem for the learners lies firstly in the fact that not every Arabic preposition has definite equivalent in English and vice versa, and secondly,

not every English or Arabic preposition has a definite usage and meaning, indicating only time or place or preceding a certain word. The problem of prepositions for both place and time "in and on".

1. The first example is the Arabic preposition "fii" is used as an equivalent instead of "in, into, at, on, during, within, and inside". This particular preposition has therefore great semantic power in both standard and colloquial Arabic: it's the filter through which all these English equivalents must pass. It is used to denote time and place and occurs with many different Arabic words in abstract and metaphorical usages. Therefore "fii" as well as other Arabic prepositions interferes the selection and usage of English once.

"Fii"

1. I slept in bed.

(Correct response) (In) Spring begins in the first of March. (On)

2. In the end of the journey we brought fruit. (At)

3. In my last holiday I did many different things. (During)

4. The plane is flying into the sky. (Into)

The first English preposition that is likely to be produced as the equivalent of the Arabic preposition "fii" is "in" as shown in the first sentence where it is correctly used. However it is incorrectly selected instead of "on, at, during and into". In the sentences 2, 3, 4 and 5; on the other hand students may also use this preposition and all its other equivalents interchangeably, as illustrated by sentence 6.

2.3 A Cross- linguistic Comparison between English and Arabic prepositional systems

As stated in Yazan A. (2018) English and Arabic refer to two distinct language families. While the former belongs to Germanic languages, the latter belongs to Semitic family (Alhaj, 2015). Therefore, it is expected that the two languages have two different prepositional systems. In an attempt to understand the differences and similarities between prepositions in English and Arabic, the researcher conducted a cross -linguistic comparison between prepositions in the two languages. Before delving into the comparison between prepositions of the two languages, it is necessary to provide a working definition for prepositions. According to Quirk (1985, p. 673) “A preposition expresses a relation between two entities, one being that represented by the prepositional complement, the other by another part of the sentence”. With reference to the quotation above, a preposition has the function of connecting two parts of speech in the sentence. Usually the preposition is followed by its complement in a construction called prepositional phrase (PP) where the preposition links its complement or direct object to another part of speech in the sentence such as nouns, verbs or adjectives. Such relationship between prepositions and other parts of speech is illustrated in subsection below. The following is a spotlighting on three main points for each prepositional system namely; forms, functions and usages.

2.3.1. Forms of Prepositions in English Language

With respect to form, English prepositions can be divided into two main types according to the number of words that a preposition consists of. The first type is simple prepositions or single-word prepositions; these prepositions comprise only one word such as *under, around, into, in, on, at* etc. The second type is complex or multi-word prepositions; these prepositions contain two or three words such as *according to, on behalf of, with regard to* etc. (Ballard, 2013). Complex prepositions cannot be constructed freely, for example *in spite of* cannot turn out to be *out spite of*. Complex prepositions are treated as open class, indicating that they have no limited number because new combinations can be created (Grubic, 2004; Macková, 2012)

2.3.1.2 Functions of Prepositions in English

Concerning the functions that English prepositions perform in a sentence, Vas (2006) stated that, prepositions in English serve to link two different grammatical elements as depicted in the three cases (A, B, and C) below.

A- English prepositions join a noun to another noun to show the relationship between the two as in sentence 1 below, 1-There is a **book** in the **bag**. Here the preposition ***in*** links the noun **book** to the other noun **bag**.

B- English prepositions are also used to connect a noun to an adjective as exemplified in sentence 2 below, 2-Sheila is **fond** of **chocolate**.

The preposition ***of*** connects the adjective **fond** to the noun **chocolate** to show the relationship between the two.



C- English prepositions serve also to link a verb to a noun as in sentence 3.

3-The boy **ran** to the **gate**.

Here the preposition **to** is used to join the verb **ran** to the noun **gate** to show the relationship between them.

Usually prepositions in English are placed prior to their objects' complement (like the examples above) but in some cases prepositions are placed at the end of the sentence which is termed as Preposition Stranding (Denison, 1998). Sentence 4 below reveals an example on preposition stranding.

4-Where is the letter that I asked you **about**? In other cases, prepositions in English are placed at the beginning of the sentence, which is known as Preposition Pied-Piping (Cable & Harris, 2011). Sentence 5 below shows an example on preposition stranding. More insight into preposition stranding and pied piping will be discussed in sub-section 2.4.2

5- **About** what are you talking?

2.3.1.3 Usages of Prepositions in English

Quirk et al. (1985) classified the usages of English prepositions as follows; 1- prepositions indicating time (temporal) relationship - prepositions indicating spatial relationship; these prepositions are divided into prepositions of location and prepositions of direction, 3- prepositions denoting cause or purpose relations such as cause, reason, motive, purpose, destination or target,

4- prepositions indicating the relation of the means or agentive such as manner, means, instrument, agentive or stimulus, 5- prepositions indicating accompaniment relations.

6- prepositions show the relation of support or opposition,

7- prepositions show the relation of concession and respect. These usages have been further defined and discussed by some researchers (e.g. Celentano, 2008; Cossé, 2005) and will be discussed below briefly with some illustrative examples.

As stated by Celentano (2008), the meanings of temporal prepositions vary as follows; the preposition *on* is mainly used with week days (on Saturday) and with idiomatic expressions such as on time. *At* is used to denote clock time (at seven), day times such as noon and night and with some expressions like at present. *In* is used with seasons (in summer), a particular month (in January), year and century and also used with day times such as morning, evening and with expressions such as in time. *By*, is used to denote the idea of specified period of time (by ten o'clock). The preposition *within* indicates something takes place in a particular period of time. *Under* denotes that an action takes place in less than a particular period of time. *Over* indicates that something takes place in more than particular period of time. *During* indicates time span within which an action occurred. *Since* used to describe an action started in the past and continues up to now and used with specific date.

According to Celentano (2008) the following prepositions are used to indicate location: *Above, across, after, against, along, among, around, at, below, behind, beside, between, beneath, in, on from, under*. Each of the above mentioned prepositions has a different meaning when expressing the notion of location. Such meanings are shown below as stated by Celentano (2008).

Above means higher in position than something (above the table). *Across* means movement from one side to another (across the universe). *After* has the same meaning of 'next one' when talking about the notion of location (the shop is after the bank). *Against* used to describe something in contact with something else (leaning against the wall). *Along* means following the boundaries of something (along the river's edge). *Among* means being within a group of people or things and usually used with more than two persons or things (among the trees). *Around* indicates closeness or neighborhood to something (around the house) and used to describe location on the opposite side. *At* used to indicate the place of something or somebody and indicates the location where something takes place. *At* does not mean inside something but in front of it. *Behind* means at the back of something or somebody. *Beside* used to describe something that is next to something or someone. *Between* means within the distance separating two places, things or persons. *In* is used to describe the place of someone or something within certain area. *On* used to describe something in contact with or over another object. *From*, used to talk about the location of departure and to describe the location from which something is seen. *Under*, *beneath* and *below* are used similarly to show that something is lower in position than another thing. Having viewed the usages of prepositions of location, some illustrative examples are displayed below (Celentano, 2008). According to Celentano (2008) the following prepositions are used to talk about the

notion of direction: *in*, *on*, *at*, *near*, *down*, *towards*, *across*, *from*, *between* and *to*. It is believed that English prepositions vary in terms of expressing the idea of direction as follows: *Toward* means in the direction of something (toward the museum). *In* means within particular location or object (in the kitchen). *On* is used to denote direction towards someone or something (on the left). *Near* is used to express vicinity (near the train station).

Across means from one side to another (across the field). *At* expresses movement toward something or somebody. *Down* indicates the direction of something. *From* denote a position from which a movement begins. *To* is used to denote destination and *between* used to indicate having one thing on one side and another thing on the other side. Some examples on prepositions expressing the notion of direction are depicted below .

Beside the temporal and spatial relationships, English prepositions are used to express different meanings as reported by Cossé (2005) who summarized these usages as follows:

Prepositions indicating cause, purpose, target, motive and goal relationships: These prepositions express the cause, purpose and target of happening of something such as (*because of*, *since*, *for*, *to*, and *at*).

Prepositions expressing the notion of means, manner, instruments: These prepositions have the meaning of 'by means of' or expressing instrumental meaning such as (*by*, *with*, *without*).

Prepositions expressing the notion of accompaniment: These prepositions express the meaning of 'in accompany with' or 'to gather with' such as (*with*).



Prepositions expressing the notion of support or opposition: The prepositions *for* and *with* are used to denote the notion of support whereas as the preposition *against* denote the meaning of opposition. Prepositions expressing the notion of concession and respect: Such as the prepositions (*for, at, despite, in spite of, notwithstanding*)

In addition to the above motioned usages, English prepositional system is distinguished from prepositions in other languages by its preposition combinations, where a preposition follows a particular noun, verb or adjective. It is worth noting that, preposition combinations in English are difficult to master by non-native speakers due to the fact that, the use of preposition combinations is highly idiomatic and unpredictable. In other words, there are no certain rules that EFL speakers can follow to acquire these prepositions, making their use largely problematic for non-native speakers of English.

According to Grubic (2004) preposition combinations can only be acquired as an essential part of the noun, verb or the adjective they accompany (as part of the lexical unit). Some examples on preposition combinations are depicted below.

Examples: The study compared the responses of the respondents concerning the different usages of English prepositions with one another in order to determine which usage poses the greatest difficulty for Jordanian EFL speakers. Determining the most difficult usage of prepositions would help EFL teachers in understanding the areas of difficulties in English prepositional system and thus, finding some suggested teaching methods for the benefits of EFL speakers. The next sub-section discusses the Arabic prepositional system.

The discussion concentrates on three main points regarding Arabic prepositions; functions, forms and usages.

2.4 Arabic Prepositional System

There are many differences between English and Arabic prepositions. First, prepositions in Arabic are much less in number than their English counterparts (Al-Marrani, 2009). English language comprises about one hundred prepositions (Leacock et al, 2014) whereas, in Arabic the number of prepositions is about twenty (Aldahesh, 2013). Second, English prepositions can be grouped into simple and complex (Ballard, 2013) whereas, in Arabic there is no such classification; all prepositions are simple (Al-Marrani, 2009). Third, many of the English prepositions are not considered as prepositions in Arabic but adverbs or semi- prepositions such *as down, beneath, below, up, over and above*. Therefore, complex and English prepositions that are considered as adverbs in Arabic were not examined in the present study. This is because a basic condition of investigating the influences resulting from L1 transfer is making contrastive analyses between the subsystems of two languages in contrast. Therefore, as a result of absence of complex prepositions from Arabic and using some English prepositions as adverbs in Arabic, there is no way of making such comparison. The discussion on Arabic prepositional system will start out with forms of prepositions in Arabic

2.4.1 Forms of Prepositions in Arabic Language

According to Saeed, (2014), Arabic prepositions can be classified into two primary classes; true prepositions and semi-prepositions. More details on the two classes of prepositions are discussed below.

1-True prepositions: This class contains the structures of language that function only as prepositions. True prepositions can be additionally subdivided into two types based on the number of letters that each preposition includes.

2.4.2 Functions of Prepositions in Arabic Language

Arabic prepositions perform different functions in the sentence.

Firstly, they serve to link a noun to another noun or a noun phrase to reveal the relationship between the two. It is worth noting that the parts; functions of prepositions and usages of prepositions are clarified with English examples alongside word for word transliteration. Transliteration is rather significant in order to illustrate how prepositions are used in Arabic.

Example:

1- Ahmed **fii** 'al-madrasah.
Ahmed is **in** the school.

In the sentence above, the preposition **fii** links the noun **Ahmed** to the other noun 'al-madrasah (school). Secondly, Arabic prepositions are also used to relate a noun or a noun phrase to a verb in the sentence to reveal the correlation between them.

Example:

2- qafaztu **can** 'alsoor.
I jumped **over** the wall. In the above sentence, the preposition **can** relates the verb **qafaztu** (jumped) to the noun 'alsoor (wall) to reveal the relationship between the two.

Thirdly, Arabic prepositions are served to join an adjective to a noun or a noun phrase to reveal the relationship between them.

Example:

3- 'ana qaliqu **min** nata'ij 'al'mtihanat. I am worried **about** exams' results.

In the aforesaid example the preposition **min** is used to join the adjective **qaliqu** (worried) to the noun phrase **nata'ij 'al'mtihanat** (exams' results) to show the correlation between the two. Arabic is characterized for the frequent usage of some prepositions such as *min, cala, maca, fi, can bi and li* whereas, other prepositions are rarely used or no longer used in Colloquial Arabic such as *khala, kay and mundhu*.

2.4.3 Usages of Prepositions in Arabic

Al-Marrani (2009) classified the usages of Arabic prepositions as follows:

- 1- prepositions denoting temporal relationship,
- 2- prepositions denoting spatial relationship,
- 3- Prepositions expressing the notion of resemblance,
- 4-Prepositions expressing the notion of cause,
- 5- Prepositions expressing the notion of accompaniment,
- 6- Prepositions expressing the notion of exception.

The temporal usage: According to Al-Marrani (2009) the prepositions indicating temporal relationship in Arabic are *min, f', 'ila and hatta*. Some examples on prepositions that express temporal meanings are shown below.

Examples:

4- kharajtu **min** 'alfajr.
I went out at dawn.

5- rajactu **f'** assacah' alkhamisah
I came back at five o'clock.

6- darastu **'ila** 'alfajr.
I studied till dawn.

7- darastu **hatta** 'asabah.
I studied until morning.

The spatial usage: there are some prepositions in Arabic used to convey spatial meanings. These prepositions are *min*, *f*, *'ila* and *cala* as exemplified in the following sentences.

Examples:

- 8-rajactu **min**'aljamichah .
I came back **from** the university.
9-'aṭalibu **f**'almdrasah.
The student is **in** the school.
10-dhahabtu **'ila** Madaba.
I went **to** Madaba.
11- wadactu 'alkitaba **cala**'aṭawilah.
I put the book **on** the table.

In addition to the temporal and spatial relationships, Arabic prepositions are used to express other usages. These usages were reported by Al-Marrani (2009) as follows.

Prepositions expressing the notion of cause: These prepositions are *min*, *can*, *f*, *li* and *ka*. This is illustrated in the examples below.

Examples:

- 12 – mata **min**'alkhawf. He
died because of fright.
13 – ji'tu **can** mawcid. I
came according to a prior appointment.
14- dhahabtu **li**'adrusa I
went to study

Prepositions expressing the notion of accompaniment: These prepositions are, *f*, *'ila*, *bi* and *maca*.

Examples:

- 15-kharaja 'al'amiru **fii** mwkibihi.
The prince went out with his procession.
16-jalastu **'ila** 'abi.
I sat with my father.

In addition to the above mentioned usages, Alayesh, (2012) indicated that Arabic prepositions can be used to express the notion of manner and instruments.

Prepositions expressing the notion of manner and instruments:

These prepositions are *bi* and *f*.

Examples:

- 17- qabaltuhu **bi** 'ibtisamah.
I met him with a smile.
18- katabtu **bi**
'alqalam I
wrote with the pen.

Similar to prepositions in English, Arabic prepositions can be used to express idiomatic meaning where a particular preposition accompanies a noun, an adjective or a verb. The idiomatic use of prepositions in Arabic is confusing to non-native speakers of Arabic due to the great differences in such use between Arabic and other languages particularly English. Therefore, mastering such use in Arabic can only be attained through acquiring these prepositions as an integral part of the nouns, adjectives or verbs within which they occur. Some examples are presented below to illustrate this usage.

19-**cala**'alaqal At least.

20- yactarifu **bi** 'al-jarima. He
confesses the crime.

The two mentioned sentences show clear differences in the use of prepositions in Arabic and English. In sentence 19, Arabic uses the preposition **cala**, whereas English uses the preposition **at**. In sentence 20, Arabic uses the preposition **bi**, whereas no preposition is needed in English (Alhawary, 2011).

With reference to the comparison conducted between English and Arabic prepositions in this study, it is fitting to say that prepositions in Arabic have some similarities to their English counterparts in terms of the functions they perform in the sentence and usages. However, the areas of differences among prepositions in the two languages appear to be greater because the two languages (Arabic and English) belong to two different linguistic families (Alhaj, 2015).

Such differences when accompanied with a lack of knowledge of the right use of English prepositions lead to negative transfer from L1 and thus, more errors would occur.

2.5 Previous Studies

A study was carried by Amna A. Hassan and Imran Ho Abdalla, at University of Kebangsaan – Malaysia, under the title “A Contrastive Study of English and Arabic Use of Preposition Amongst Arab Native Speakers”.

This study is similar to the present in a number of aspects such as:

(A) To test the effect of Arabic Language (mother tongue) on English Learners.

(B) To examine the ability of distinguish between Arabic & English Language Prepositions.

The sample of this study, which consisted of twenty male students, they were chosen randomly from the population of Arab students at University of Putra - Malaysia. The selected members of this sample were students doing their masters or PHD .in faculties of computer science, engineering, economic and management. Arabic is the mother tongue for all of them while English language is used as a foreign language. A test was conducted to examine the students’ abilities to distinguish between English and Arabic prepositions. The second study was carried out by Sadeq Ali Saad Al-Yaari (2013), Independent Researcher, Dept. of English, College of Arts, King Saud University (KSU), and this study deals with the problems of translation from English into Arabic, which the accurate mappings between English-Arabic

prepositions are sometimes very difficult to determine by Arab learners. This study is designed to identify the difficulties of translating the English prepositions *at*, *in* and *on*, which Saudi EFL students may face when translating them into Arabic. Findings revealed that Saudi EFL students face

problems related to use and usage when transferring simple prepositions from English

into Arabic. Significant differences related to the performances of both males and

females where females scored higher marks than those scored by the males.

These findings suggest that acquired skills and abilities involved in translation appear to

be more strongly activated in the English-Arabic tasks in women as compared to men.

3.0 Methodology

This part describes the methodology that has been used in the research. Moreover, it provides full description of the instrument which was employed to collect the needed data. In relation to data analysis and reliability of this has been confirmed.

3.1 Methodology of the study:

The researcher adopted descriptive method to conduct the present study. It aims to find the difficulties that facing the students of Higher Diploma Degree at University of Khartoum in translating prepositions from Arabic into English. This chapter describes and explains the method and procedures that has been followed to conduct the study sampling, techniques of data collection and data analysis procedures.

3.2 Sampling Techniques:

It helps to know if the findings of the study are applicable to other contexts or not, the respondents who participated in the study are Higher Diploma Student in Translation at University of Khartoum; and that the researcher assumes that the findings of the study are applicable to target population.

3.2.3 Data Analysis Procedures:

This study concerns with the errors made in translating preposition from Arabic Language into English Language by translation student.

3.2.4 Validity of the Tool:

The term validity is defined by many linguists as giving the reader a clear vision of what the researcher should do to achieve his high goals in the right way.

Here are some definitions of the term validity refers to factors that the data collection tool measures (Best and Kahan 1986) Gay, mills (2009, 154) defined it as degree to which test measure what it supposed to measure In this study test validity was examined by two specialist and PhD holders; who teaches in Sudan University of Science and Technology.

3.2.5 Reliability of the tool:

The concept of term reliability defined by Lado (1962) as the ability of the source to the same sample, that means test on different occasion as reliability co-efficient.

4.0 Data Analysis: This section is devoted to analysis, evaluation and interpretation of the data collected through the test which was given to (30) respondents who represents the higher diploma Students in translation for the academic year 2018 – 2019 at University of Khartoum.

4.1 The Responses to the Diagnostic Test

The responses to the diagnostic test of the 30 students were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study. Each statement in the test is analyzed statistically and discussed. The following table will support the discussion.

4.2 Statistical Reliability:

Reliability refers to the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability:

4.4 Question One: how far are the students aware of

English Languages preposition and its equivalent meaning in Arabic Languages?

Table (1) shows the frequency and percentage distribution of the answers according to part (1)

Valid	Frequency	Percentage
Pass	6	17%
Failure	24	83%
Total	30	100

The above table and figure illustrate the percentage and frequency of the answers of the study sample that concern with the

question (1) and shows that most of the sample answers were failure which are represented by the percentage (83%).

4.5 Question Two: how frequent do these errors occur on their translated texts

Table (2) shows the frequency and percentage distribution of the answers according to part (2)

Valid	Frequency	Percentage
Pass	7	23%
Failure	23	77%
Total	50	100

The above table illustrates the percentage and frequency of the answers of the study sample that concern with the

question (2) and shows that most of the sample answers were failure which are represented by the percentage (77%).

4.6 Question three: to what extent the native languages affect the students

Table No (3) The Frequency Distribution for the Respondent's answers of question number (3)

Answers	Frequencies	Percentage
Pass	9	30
Failure	21	70
Total	30	100

From the above table no. (1), there are (9) students in the study's sample with percentage (30%) have passed the

question, while There are (21) students with percentage (70 %) was failed to pass the question (3)

Table No (4) The Frequency Distribution and decisions of the Respondent's answers for all questions

Questions	Pass		Failure		Decision
	<i>frequency</i>	<i>Percentage</i>	<i>frequency</i>	<i>Percentage</i>	
Question 1	6	17	25	83	Accepted
Question 2	7	23	23	77	Accepted
Question 3	9	30	21	70	Accepted

Table No. (4) Shows a summary of the results for **question one**, it's clear that the number of students who failed in question one is greater than the number of students who pass the question with percentage (83%) so the hypothesis of the study related to question one is accepted.

of students who passed the question with percentage (77%) so the hypothesis of the study related to question 2 is accepted.

Table No. (4) Shows the summary of the results for **question two**, it's clear that the number of students who failed in question two is greater than the number

Table No. (4) Shows the summary of the results for **question three**, it's clear that the number of students who failed in question two is greater than the number of students who passed the question with percentage (70%) so the hypothesis of the study related to question 3 is accepted.

5.0 Findings and Conclusion

The difficulties that faces the students in translating prepositions from Arabic into English are many, and this study present these reasons referring to the aim of the study. The current study points out that the prepositions area is affected by the bad educational system, together with grammar and vocabulary. The effort exerted by teachers is insufficient, to promote English Language level among students; and the students' effort is very weak to improve them.

5.2 Findings:

The students are not aware of English Language prepositions in Arabic, and some students are weak in English Language in general. Students make errors in translating prepositions; (in, on, at and by) are the most confusable prepositions. It can be seen from the test analysis that the mother tongue affects the students' second language.

5.3 Recommendations: In the light of the results of this study, the researchers would like to make the following recommendation to the students and teachers of translation: Teachers should make some concentrated classes to teach prepositions in both Languages before they begin teaching translations methods. Students should exert more effort to study English language in general and the preposition of both languages specifically. Students should practice translation more, so they reduce the number of errors they make.

5.4 Suggestions for future studies:

1. To concentrate on few numbers of prepositions

To concentrate in translating preposition from English Language into Arabic Language.

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